



**National Qualifications 2012  
Internal Assessment Report  
Sheet Plate and Welding**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

EA0V 11 Introduction to Metal Inert Gas (MIG) Welding  
EA14 11 Introduction to Oxy-Acetylene Welding  
F5F7 12 Metal Inert Gas (MIG)/Metal Active Gas (MAG) Welding Skills  
F5FC 12 Tungsten Inert Gas (TIG) Welding Skills  
F5F3 11 Welding Processes  
F5F2 11 Thermal Joining skills  
F5F6 12 Manual Metal Arc (MMA) Welding Skills  
F5F1 11 Thermal Cutting Skills  
F5EW 11 Fabrication Processes  
F5FG 11 Fabrication Skills

## General comments

Based on the External Verifier feedback from the six centres visited, all centres had a clear and accurate understanding of the requirements of national standards across the wide range of NQ Units verified. This was fully reflected in the standard of the assessments presented for external verification. Internal processes and procedures for quality assurance were of a high standard thereby ensuring a good understanding of national standards. There was strong evidence that the centres placed a high priority around national standards and ensured that these were being met. They were fully aware of the importance of ensuring quality at this level in order to prepare candidates for possible entry into NQ Group awards and HN qualifications. This applied to both technology-based and practically-based activities.

## Unit specifications, instruments of assessment and exemplification materials

Assessors are familiar with all assessment materials associated with the Units verified. A number of centres had identified scope for producing alternative assessment materials and this was discussed during their external verification visits. As in previous years, there were good examples of innovative exemplification materials being used across a range of centres. The wide range of Units being verified this year gave a good, broad spectrum of the various types of instruments of assessment being used. A number of centres used the existing National Assessment Bank (NAB) materials, while others used a variation on these, or had designed their own versions. Where centres had developed their own materials, assessors continued to demonstrate a good understanding of the requirements. In the majority of cases, instruments of assessment used were designed to allow candidates the opportunity to demonstrate skills, knowledge and understanding in both classroom and practical activities. As in previous years, it was encouraging to see good, real, practical assignments being used to demonstrate competence in skills assessments.

## **Evidence Requirements**

There was a clear understanding of the Evidence Requirements for the Units verified. As in previous years, candidates produced good quality assessment materials which reflected well on the centres' understanding of the Evidence Requirements. In all cases, there was sufficient evidence to justify achievement of competence within candidates' responses, especially in practically-based assessment materials which formed the majority of the assessment evidence presented for verification.

## **Administration of assessments**

In all centres visited, External Verifier feedback confirmed that administration arrangements were good. This was evidenced by supporting procedures and documentation. Robust internal verification procedures ensured assessments were carried out appropriately and standards were being fully met. In the majority of centres, good use was made of well-designed marking schemes and alternative assessment instruments. This is fully reflected in the comments under the instruments of assessment section above.

## **Areas of good practice**

External Verifier feedback confirmed that, in general, centres had developed well-written and innovative assessment packs for the Units presented. These were of a very high standard and contained everything required for assessing, verifying and delivering the assessment of the Units.

In some centres, good use was made of assessor comments within the marking schemes. These provided useful feedback for candidates.

Sample evidence was presented in such a way that verification was straightforward.

It was encouraging to see evidence of centres using Unit summary sheets, schemes of work and assessment schedules, lesson plans, and teaching materials. This provided a flavour of how the Units were being delivered and the good quality materials being presented to candidates. This additional material fully complimented the assessment materials.

It was good for External Verifiers to observe some of the more able candidates working on real-time repairs within the centre workshops.

As in previous years, all centres visited demonstrated good practice through the use of teamwork in assessing practical tasks. Where centres used real, practical tasks to assess competence, the standard of work was very high. This practice is not always possible, however it can benefit the candidates by enhancing the quality of work produced.

Once again, good use was made of integration of assessments. This practice ensured that candidates made links from practical and theoretical assessments.

This also demonstrated that this strategy is being encouraged by visiting External Verifiers.

### **Specific areas for improvement**

It was reported in previous years that not all centres produce appropriate or sufficient alternative assessment instruments, marking schemes and sample responses. Although this is still the case in some centres, there has been a significant improvement since last year. External Verifiers will continue to promote this good practice.